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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Listening

a. listening comprehension

Listening is one of the language skills that is used most frequently; adults spend almost half their communication time listening and students may receive as much as 90% of their information in school through listening to instructors. Underwood (1994:1) says that Listening is the activity of paying attention and trying to get meaning from something that we hear. Nunan (1993:21) reports that listening is the Cinderella skill in second language teaching. Thus, listening is the main skill which plays an effective role in teaching the second language. According to Hamouda (2013:114), listening is essential not only as receptive skill but also to the development of spoken language proficiency. Rost (2002:01) mentions that listening is a vital mental capacity-one of the principal's means by which we can understand and take part in the world around us. Thus, listening is the cognitive ability of messages decoding, comprehending and communicating effectively with others.

Brown (1994:233) states in the classroom, students always perform listening than speaking. Listening competence is universally larger than speaking competence, and in recent years the language teaching profession has placed a concerted emphasis in listening comprehension. Listeners

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must often process messages as they come, even if they are still processing what they have heard, without backtracking or looking ahead. Nation & Newton (2009:148) states that at least half the time learners spend in contact with a language is through listening. Normally, in the human listener, there is a multiplicity of senses in which there is a word in the wind (Ihde, 2007:4). Furthermore, the students listen for meaning not for words. When listening, they do not store the verbatim wording, instead, they store inferences, the situation model or other interpretation. It has not received wider attention although listening is actually the receptive skill most often used in daily life. In the same way, Maley (1998:29) agrees that listening plays a key role in keeping conversations going as good listeners know how to show interest, attention, and consideration encouraging speakers to continue.

Furthermore, Arnold & Coran (2011:8) says that there are some types of listening; they are discriminative listening, emphatic listening, appreciative listening, critical listening, and informative listening. Rost (2011: 11) says that kinds of listening are intensive, responsive, selective, and extensive. Intensive is listening on the small scales such as listening to the word, intonation, etc. Responsive is listening to the question, the command and etc. Selective is listened to get information such as the information provided by the teachers, television, dialogue etc. Extensive means to be extended for a long time or a course including a lot of things. By learning to listen, students should know, process, understand, interpret,

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evaluate, and respond to what is heard as well as involving in communication and becoming an active listener.

Based on the explanation above, we can conclude that listening is one of the important abilities in the process of communication. As a foreign language listener, it is very important to be a good listener. Thus, it may be hard for someone to receive a message from another if he/she does not have the ability to listen. While in English, listening is on the primary skills besides the other skills. And of course, if someone wants to be fluent in English, they have to learn and master the listening skill.

In listening comprehension, the process of listening becomes important. This idea is supported by Chastain (1971:97) reports that listening comprehension is the important ability to understand what the speaker says at normal speed in unstructured situations. The general purpose of listening is to comprehend a message. Since the listener must understand the message as it is presented, effective listening requires the ability to organize and remember what is presented.

Rost (2011:146) states that listening comprehension is regarded as complex, interactive process in which listeners are involved in a dynamic construction of meaning. This process involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning. The message must be given adequate attention, or concentration so that it can supersede all other competing sounds and be comprehended.

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As Flowerdew & Miller (1996:32) points out that the top five obstacles in listening comprehension were the speed of delivery, new terminology and concepts, difficulties in concentrating, and problems related to the physical environment.

Similarly, Hamouda (2013:114) says that comprehending speech is a very difficult activity for students. Learners face a lot of problems when they listen to a language. These potential problems could be related to listening material, linguistic aspects, lack of concentration, psychological factors, speaker, listener and physical setting.

Thus, based on the experts' explanation above, the researcher concludes that listening comprehension is the ability to identify and understand what others are saying. Theoretical explanations of listening comprehension provide the researcher with clues about the problems. These problems could be from the listening material, linguistic aspects, lack of concentration, psychological factors, speaker, listener and physical setting. The researcher takes all as indicators of this research.

b. Teaching listening in senior high school

The main objective of listening comprehension practice in senior high school level is that the students should learn to function successfully in real life situations. In technical Guidelines of Syllabus Development and SMA/ MA Syllabus Model Description for the English Subject, there is formulation and Basic Competence and Standard of Competence for English Subject in Senior High Schools. These Basic Competence and

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Standard of Competence are what must be acquired by the Senior High School students as a result of learning English. Furthermore, each of short functional text in simple narrative and descriptive monologues text and conversation is stated in the instructional outcome of listening skill that is prescribed in the School-Based Curriculum. The instructional outcome of listening skill especially for the third year of Senior High School in the first semester is as follows:

Table II. 1

Instructional Outcome of Listening in School-Based Curriculum

Standard Competence	Basic Competence	Micro Skills
Listening 1. To understand meaning in short functional text in simple narrative and descriptive monologues text and conversation in daily life context.	1.1 To respond to meaning in short functional text in simple narrative and descriptive monologues text and conversation formally and informally, accurately, fluently and acceptable in a daily life context.	<ul style="list-style-type: none"> • Discriminate among the distinctive sounds of English. • Recognize the communicative functions of utterances, according to situations, participants, goals. • Infer situations, participants, goals using real-world knowledge. • Develop and use a battery of listening strategies, such as detecting keywords, guessing the meaning of words from context appeal for helping and signaling comprehension.

At the end of English course, the third year students of MAN 1 Pekanbaru are hoped to be able to reach these instructional outcomes.

In this case, the teaching and learning listening process has to follow the goal that students are expected to which is required to master daily lives contexts' ideas of simple short functional monologue texts and conversation. Whereas, it is difficult for students to apply English

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competence in daily life because of they have limitations to use English outside of the class. Thus, the atmosphere of English as a communication can be created through teaching and learning process.

c. Listening comprehension problems

Foreign language learners may encounter a wide variety of problems in listening comprehension, most of which are related to what was already mentioned. First, listening problems caused by the listening material. Listening related to the material can be from the speech of delivery, unfamiliar, uninteresting, too long listening, new terminology, and concept (Flowerdew & Miller, 1996:26). However, listeners may lack contextual knowledge. Sharing mutual knowledge and common context makes communication easier. Even if listeners can understand the surface meaning of the text, they may have considerable difficulties in comprehending the whole meaning of the passage unless they are familiar with the context. Nonverbal cues: such as facial expression, nods, gestures, or tone of voice, can also be easily misinterpreted by listeners from different cultures.

Second, problems from linguistic features, according to Underwood (1989:11), listeners may fail to recognize the signals, which indicate that the speaker is moving from one point to another, giving an example, or repeating a point. Discourse markers used in formal situations or lectures such as “secondly,” or “then” are comparatively evident to listeners. In informal situations or spontaneous conversations,

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signals are more vaguely as in pauses, gestures, increased loudness, a clear change of pitch, or different intonation patterns. These signals can easily be missed especially by less proficient listeners.

Third, listening problem caused by the failure to concentrate, according to Underwood (1989:10), this problem can be difficult for listeners to concentrate in a foreign language. Concentration easier when students find the topic of the listening passage interesting, however, students sometimes feel listening is very tiring even if they are interested because it requires an enormous amount of effort to follow the meaning.

Fourth, the problem from psychological characteristic is stated that when a person feels nervous or anxious he or she may not be concentrated. When one felt uncomfortable, his or her ability to listening is greatly reduced. Boredom and frustration are other barriers to listening comprehension. They may affect the extent, which attention paid for listening. This occurs as a result of poor simulation caused by disinterest in the topic, lack of motivation, failure in the part of the teacher to present meaningful material in a stimulating manner, or presenting the teacher in monotone instigating sleep. According to Brown (2001:2), second language learners need to pay special attention to such factors because they strongly influence the processing of speech, and can even block comprehension if they are not attended to. In other words, they can make the listening process difficult.

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Fifth, problems from the listener, the students find it hard to understand proper names as they have never heard about it before, there is difficulty in focusing listener (Flowerdew & Miller, 1996:26). However, listeners have a limited vocabulary. The speaker may choose words the listeners do not know. Listeners sometimes encounter an unknown word, which may cause them to stop and think about the meaning of that word, and thus cause them to miss the next part of the speech.

Sixth, problems from the speaker, the listener cannot control the speed of delivery. Underwood (1989:10) says, "Many English language learners believe that the greatest difficulty with listening comprehension, as opposed to reading comprehension, is that the listeners cannot control how quickly a speaker speaks."

Last, problems result from physical setting there are sound connections and physical environment (Flowerdew & Miller, 1996:26). It can be noisy, including background noise on the recording and environmental noises, can take listener's mind off the content of the listening passage.

2. Factor Affecting Listening Comprehension Problems

In the students' problems with listening comprehension, it is essential to find out what factors affecting listening comprehension

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problems. According to Teng (2002:85), there are two factors that affected listening comprehension, the internal factor and the external factor.

1) Internal factor

Internal factor indicates the inside factor of the listener. Listener characteristics identify the listener's personal traits. The listener factor can affect students' listening comprehension. Lack of sociocultural, factual, and contextual knowledge of the target language can present an obstacle to comprehension because language is used to express its culture (Anderson and Lynch, 1998:25). Foreign-language learners usually devote more Foreign-language learners usually devote more time to reading than to listening, and so lack exposure to different kinds of listening materials. It is tiring for students to concentrate on interpreting unfamiliar sounds, words, and sentences for long periods. Furthermore, a good amount of research has been carried out to pick out the problem in listening. The problems were believed to cause speech rate, vocabulary, and pronunciation.

2) External factor

The external factor represents the factor outside of the listener, such as the task, speaker, and context. First, the task, task characteristics refer to features of the listening content delivered to the listeners. According to Yagang (1994:17), many learners find it more difficult to listen to a taped message on a piece of paper, since the listening passage comes into the ear in the twinkling of an eye,

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whereas reading material can be read as long as the reader likes. The task may deal with almost any area of life. In many cases, listeners cannot predict what speakers are going to say, whether it is a news report on the radio, an interviewer's questions, an everyday conversation, etc.

Next factor is the speaker, Ur (1984:7) points out that in ordinary conversation or even in much extempore speech-making, we actually say a good deal more than would appear to be necessary in order to convey our message. Learners tend to use to their teacher's accent or to standard variety of British or American English. They find it hard to understand speakers with the other accents. Spoken prose, as in news broadcasting and reading aloud written texts, is characterized by an even pace, volume, pitch, and intonation. Students used to the former kinds of listening material may sometimes find the latter difficult to understand.

The last factor is context. Hamouda (2013:117) asserts noise is another environmental barrier to comprehension. Interior, as well as exterior class noise, is an obstacle to comprehension. Noise, including both background noises on the recording and environmental noises, can take the listener's mind off the content of the listening passage. The listening material on tape or radio lacks visual and aural environmental clues. Not seeing the speaker's body language and facial expressions makes it more difficult for the listener to understand

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the speaker's meaning. Unclear sounds resulting from poor-quality equipment can interfere with the listener's comprehension. Both psychological and physical factors may have a negative effect on perception and interpretation of the listening material. It is tiring for students to concentrate on interpreting unfamiliar sounds, words, and sentences for long periods.

B. Relevant Research

To prove the originality of this study, it is very important for the writer to show some review of previous studies. Here some studies that have been applied and related to the students' problems in learning listening comprehension as a reference to this research project.

Kusriah (2000) did a research about Descriptive Study on listening comprehension difficulties of the second year students of MAN I Jember in the 1999 / 2000 academic year. The research respondents were the second year students of MAN I Jember in the 1999 / 2000 Academic Year and proportional random sampling was used to get the sample. In addition, data collecting methods applied were test, interview, and documentation. The collected data were analyzed by using percentage. The research results showed that the difficulties faced by the second year students of MAN I Jember in the 1999 / 2000 Academic Year was 41.26 % or in the difficult category. The detail findings were 28.16 % or easy for vocabulary, 42.16 % or difficult for structure and 53.16 % or difficult for phonetic comprehension. Based on the

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research result, it is suggested that the English teacher give more portions of exercises in listening comprehension especially in learning phonetic.

Hamouda (2013) investigated listening comprehension problems encountered by Saudi students in the EL listening classroom. In this research, he tried to investigate the listening problems encountered by a group of first-year English major students of Qassim University. 60 students who took the listening course in 20012/13 were selected for the study. This research used quantitative and qualitative methods of data collection. Data was gathered by means of questionnaires and interviews. The results of the study showed that accent, pronunciation, speed of speech, insufficient vocabulary, different accent of speakers, lack of concentration, anxiety, and bad quality of recording were the major listening comprehension problems encountered by EFL Saudi learners. Understanding students' learning difficulties may enable EFL teachers to help students develop effective learning strategies and ultimately improve their English listening abilities.

Xiao and Jafre (2013) investigated English listening comprehension problems of students from China learning English in Malaysia. In this research, they discussed the English listening comprehension problems of University International students from China. The research used a qualitative method to collect data from three Chinese students taking English Listening Comprehension (ELC) in University Sains Malaysian (USM). This study is a research report related to the problems encountered by China's students in ELC learning. The interview was conducted to investigate students'

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perspective through the main question concerning the problems of the Chinese students in their ELC self-learning process, in three steps, which include the pre-listening, while- listening and post-listening. Findings from this study indicate that the main problem faced by the Chinese students is the lack of prior knowledge of English vocabulary which inhibits their understanding in the listening process.

However, the research which was conducted by the researcher that has the purpose to analyze the problem often faced by the third year students at MAN 1 Pekanbaru while learning listening comprehension.

C. Operational Concept

Operational concept is a concept as a guidance used to avoid misunderstanding. There is a variable in this research that variable is students' listening problem. To know the potential students' problems with listening comprehension, the writer used several indicators as a guidance to conduct the questionnaire. These are indicators:

1. The students are able to comprehend listening materials.
2. The students are able to respond to what they heard.
3. The students are able to have good linguistic features during listening.
4. The students are able to concentrate during listening.
5. The students have good psychological characteristic during listening.
6. The students are able to understand what the speaker said.
7. The students have good physical setting during listening.

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To know affecting factors of students' problems in listening comprehension the writer would identify the central phenomenon in some indicators as follows:

1. Students have good listener's personal traits.
2. Students have background knowledge about the text of listening comprehension.
3. Students are able to follow the speed of speaker's sound.
4. Students have good context while listening comprehension.